

CTE INTRODUCTION KEYBOARDING ASSESSMENT

Rationale

Because the Educational Technology Core Curriculum suggests that “...Proper keyboarding instruction begins in 3rd Grade and is reviewed in each succeeding grade to allow elementary students to achieve a high degree of proficiency...”, my major responsibilities will be to standardize the instruction for beginning keyboarding in elementary schools and determine appropriate assessment and reporting for all keyboarding classes statewide.

As part of that assessment each year, **keyboarding competence will be evaluated in the business component of the CTE Introduction classes.** I realize that Keyboarding is NOT taught in CTE Intro; however, business CTE Intro teachers are to assess their students’ keyboarding competence as early in the 7th grade school year as possible.

Instructions

1. **Administer at least **three** 3-minute timed writings using the timings provided.**
Hopefully you have keyboarding software at your school which allows you to customize your own timed writings. If so, you will be able to put in the attached timed writings so that the program determines the score. If you do not have software that allows you to do this, have students print the timings and manually grade them.
2. **Compile stats based on the BEST of three 3-minute timed writings with fewer than eight errors.** It is not necessary to let students practice before taking the timed writings. Please use at least **two** of the five timed writings provided.
3. Assess each student’s technique level based on the four technique ratings below: This involves a personal evaluation of each student’s keyboarding competence and assigning a letter rating. Assign the MASTERY LEVEL based on what you feel best describes each student’s skill:

M = Mastery: The student knows the keys and keys by touch.

N = Near Mastery: With more practice, the student will key by touch.

P = Partial Mastery: The student looks at the keys most of the time.

L = Minimal Mastery: The student depends on looking at the keys.

4. Compile and submit the “Summary Keyboarding Competency Report for Business CTE Intro Students” for each group of students you have during the year to **Janet Goble, Keyboarding Specialist, Utah State Office of Education, 250 East 500 South, P.O. Box 144200, Salt Lake City, UT 84114-4200 or janet.goble@schools.utah.gov.**

I do not need individual student scores, student names, student timed writings, or even student technique sheets. Please compile the information as one total group **per school** according to the data requested on the report. If there is more than one business CTE Intro teacher at your school, all data should be compiled into one report and submitted to me.

The following files which can be downloaded at <http://www.usoe.k12.ut.us/ate/keyboarding/TLCkey.htm> are needed to complete and report the TLC Keyboarding Assessment:

[Keyboarding Technique Checklist](#)

[Summary Report](#)

[1-5 Timed Writing Sheets](#)